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JOURNAL OF EDUCATION

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JOURNAL OF EDUCATION

A. E. WINSHIP and A. W. BELDING, EDITORS
ISOBEL R. LAY, MANAGING EDITOR

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Editorials

Intra-National-Minded Education

THE world crisis needs above everything else an intra-national-minded American education.

Inter-national mindedness in education will be impossible through sympathy with Russia, India, Patagonia, and fifty-seven other varieties of civilized and uncivilized countries unless the United States has an intra-national-minded education.

There will be no relief for the world crisis until there is first an intra-national-minded American education.

Sympathy, like charity, must begin at home.

There are two rival activities slaughtering each other in the United States. Each has abundant funds to promote a vigorous campaign from coast to coast at all times.

There are expensive and extensive campaigns in the interest of an inter-mindedness in education. These people insist that the schools and school books shall subordinate everything to intelligent devoted sympathy with all the nations of the world. They not only want geography, history, and literature devoted to internationalism, but they demand that everything in natural history give place to it. They ridicule the idea of promoting interest in animal life, wild and domestic, and urge that this study be eliminated in order that teachers may have time to teach about the fifty-seven varieties of countries, their domestic, economic, social and civic life.

The other intensive welfare activity, equally well financed apparently, is devoted to scandalizing civic, social, industrial, and educational conditions in American cities and sections. According to their standard, to say anything good of New England in half the area of the United States is an unpardonable crime, and to say anything good of Chicago in New England is equally vicious.

Intra-nationalism must pave the way for internationalism in education and in everything else.

The Literacy Crusade

THE world crisis is making it possible to extend interest in the elimination of illiteracy to every country on every continent.

There is no government in the world that is not ashamed of its illiteracy. This is the greatest single achievement in education in all history.

The Literacy Crusaders is a real creation of civilization for the enlightenment of humanity for which credit will always be given to the United States.

There has never been anything in civilization in the modern world that has so clear a trail from cause to effect as the crusade for a school district in Kentucky to the elimination of hundreds of thousands of illiterates with the United States government heartily in earnest to have every state assume responsibility for having every youth and adult enjoy the luxury of ability to read to learn.

Michael Vincent O'Shea

1866 — 1932

DR. M. V. O'SHEA, who died of a sudden heart attack in his home, Madison, Wisconsin, January 14, 1932, was a courageous, conscientious, creative personality.

He was a native of New York, and was in Cornell, 1892-95, in its highly modern psychological days. He was busy learning and earning at Cornell, and in the first five years after graduating he was on the faculty of the State Normal School at Mankato, Minnesota, the city Teachers College, Buffalo, and established himself in the Department of Education of the State University of Wisconsin, Madison, 1897, until his death.

Dr. O'Shea's life at the State University at Wisconsin for thirty-five years was the busiest, broadest life I have known. He wrote highly successful technical textbooks on various classroom subjects. He wrote skillfully, attractively and forcefully for children and youth, for parents and school officials.

He was the creator of one of the nationally famous encyclopedias. His last notable achievement was the editorship of the Nation Schools, a leading magazine on education.

He wrote for many magazines, and always caught the public thought. He was always eminently popular on the platform with themes that had a timely appeal, progressive without any trace of fanaticism.

Everything with which Dr. O'Shea was associated had his striking personality. For thirty-five years the professional education of the Wisconsin State University had the stamp of Michael Vincent O'Shea.

No American university has had a wider range of political, philosophical, and economic individuality than has the University of Wisconsin, but no matter where Dr. O'Shea was functioning or how much or on what he was writing and talking, the professional education of the University was O'Shea's.

He created one of the largest apple orchards in the State of Washington for one of his sons, and his family was always his first and chief interest, his home was his castle, and those who have known Dr. M. V. O'Shea in his various activities in Cornell, Mankato, Buffalo, and otherwheres rejoice that he passed so quietly into the life eternal from his beautiful home in Madison.

Edwin D. Mead's Appeal

MR. MEAD makes an earnest appeal for the schools to lead the churches and all welfare associations and civic interests in using the Washington Bicentenary in the promotion of peace, disarmament and international harmony.

This is a timely presentation of the importance of a genuine spirit of tolerance.

An American judge recently refused to grant citizen papers to an applicant for citizenship because while he demonstrated adequate knowledge of our history and government he lacked the spirit of the founders of our government.

As Mr. Mead so ably says, this must be a government that would rejoice the heart of Washington, Franklin and Jefferson.

Tolerance

JOHN O. CHEWNING, superintendent, Evansville, Indiana, issues an appeal for tolerance that is an inspiration.

All praise should be for a special praiseworthy act. It should never be assumed that it is because of religion, politics, or social affiliations.

Never hesitate to praise a special good act of any one because of any prejudice on account of any other act that is not praiseworthy.

Each special good deed is to be credited for what it is, and should not be counter-balanced by personal or public prejudice.

Tolerance is impossible when any good deed is discounted because of prejudice developed in any way against an individual on any other connection.

American Students in France

TWO thousand of the thirty thousand students in the University of Paris for the year 1931 and 1932 are Americans.

There are more American women than men. Of the French students there are about twice as many men as women.

The world crisis has had slight influence on the enrollment of the University of Paris.

Belding's Page

Habit Breaking—New Style

WE HAVE been told for a good many years that the way to break a bad habit is to substitute a good habit. Persistence in the bad habit is supposed to strengthen its grip upon the victim.

But there are psychological heretics, and one of these must be Professor Knight Dunlap of Johns Hopkins. Attention of English teachers, assembled in Milwaukee, was called to the theory of the Johns Hopkins professor by J. C. Tressler, heading the English department of Richmond Hill High School, New York.

The way to break—or one way to break—an undesirable habit, according to Professor Dunlap, is by frequent repetition of the error itself. Thus, if a student in typewriting habitually transposes the first two letters of "the," let him write the mangled word "hte" a great many times; say, a half-page of solid typing; a week later let him repeat this performance, adding a half-page of the word "the" properly spelled. And presto, the word will thereafter be written unerringly!

The process is said to require that the student earnestly desire to be rid of the particular habit in question; that desire must be working in the background while the error goes on making deep impression.

The method is sufficiently novel to commend itself for trial in English classes, where faulty diction yields with painful slowness to most of the assaults conducted against it.

Mr. Tressler suggests that if pupils who persist in the use of "ain't" be given a five-minute drill each day for a month in chanting: "I ain't going, you ain't going, we ain't going, they ain't going, nobody ain't going," the battlements will fall, or ought to.

Think of the shock to an old-fashioned parent coming along the corridor of the school, as these choice bits of incorrect English drift out from a chorus of voices reciting in unison!

But then—the modern school is a shock to old-fashioned visitors anyway. So what does that matter?

If repetition of a bad habit—with the desire to overcome it—will do the trick, by all means adopt and apply this remedy.

The Overdose of Learning

A YOUNG college graduate of more than ordinary capacity and character recently declared that he had deliberately chosen to earn medium grades instead of high ones, because he would have been obliged to lose sleep and exercise and live the abnormal life of a grind if he were to seek scholarly honors.

Is there not a danger, in this age of expanding knowledge, that professors will be over-zealous in their efforts to pour and push vast quantities of information into student-craniums? The tendency is for each professor to think his field the most important, and to overlook the fact that the student has other courses than their own. The total demands of the courses taken by an individual student at one time may be such as to threaten not only his health but his happiness and his whole future attitude toward study.

Sometimes a student who is faced with the alternatives of high marks at high cost and low marks on the basis of a more normal existence will try to skim the cream off both bottles by a resort to cheating, or what is nearly the same thing—bluffing.

Mental indigestion, injury to physical health, a revulsion of feeling toward books and culture, and a temptation to dishonesty—these are sufficiently serious dangers to merit the attention of college deans and faculties.

The elementary schools have been striving for some time past to inform themselves of what goes in the minds of their pupils.

Have not the colleges a similar duty with respect to their undergraduates?

Personnel directors and tutors represent an approach to this understanding of the student. Much more remains to be done, however. And one of the most obvious things would be to reduce study assignments to sane and reasonable proportions—even in those institutions which most pride themselves on their scholarly standards.

Best Parts of Each

TRUTH is never reached by compromise between two opposing theories. It may be reached—or approximated—by extracting portions of truth from both theories and combining them.

Auson W. Belding

Associate Editor.

Teachers as an Investment

By G. E. DILLE
Superintendent, Maplewood, Missouri

"Many of the common errors made by teachers in general are blunders which have crept in because of a lack of understanding of the nature of children . . . the teacher must know; she must do; she must inspire."

THE average community shoulders, in a large measure, the burden of educational cost. Inasmuch as a large proportion of the educational fund is expended for the services of teachers, the community has a right to expect reasonable returns from the teacher for this investment. It has a right to expect that the teacher shall teach its children, in so far as their capacities will allow, to think straight and to act right in meeting the problems in our complex civilization. This is indeed a large assignment for the teacher. If she enlists the support of the patrons of the community her task will not be particularly easy; if she fails to get this support her task is next to the impossible.

As I see it there are three things that a teacher should be able to do if she expects to fulfill the desires of a wide-awake and intelligent community. She must possess knowledge; she must achieve, by bringing about immediate results in the academic progress of her pupils; and she must inspire.

There are many kinds of knowledge which a good teacher should possess. There is the knowledge of certain community standards of conduct which can be gained only by participating in community activities. The teacher must know and uphold these standards, for in the majority of communities they will be highly ethical. If the adults of a community uphold one set of standards and the teacher attempts to uphold quite a different set, there will be little harmony in the community and little happiness on the part of the teacher. It has always been my good fortune to teach in communities where the ethical standards of the leading patrons were quite as high as those of the teaching staff. There are localities, I presume, where such is not the case, but I do not happen to be familiar with them. The teacher is expected to know something about the nature of children—the boys and girls—the young men and young women, who are under her guidance day after day, week after week, and month after month. Many of the common errors made by teachers in general are blunders which have crept in because of a lack of understanding of the nature of children on the part of the teacher. A teacher of children must have knowledge of child psychology. In order to completely understand children she must have a genuine love for childhood; she must love to associate with little ones; she must be interested (not feign interest) in the things in which they are interested. The teacher who sent the following note home to a parent had a genuine love for children:—

> "I thank you for lending me your little child today. All the years of love and care and training you have given him have stood him in good stead in his work and in his play. I send him home to you tonight, I hope, a little taller, a little stronger, a little freer, a little nearer his goal. Lend him to me again tomorrow, I pray you. In my care of him I shall show my gratitude."

Just think how thrilled the mother must have been who received that note! This understanding of childhood is one of the very splendid qualities for a teacher to possess, but there are still other things which the community expects the teacher to know.

A teacher must thoroughly know her subject matter, even though we usually admit that teaching children is far more important than teaching subject matter. If a teacher has been employed to teach beginning reading she must be thoroughly prepared to manipulate some accepted modern method of teaching reading to beginners; if she has been employed to teach history she must know all of the great movements in history and many of the historical facts pertaining to each phase of history which she is expected to teach; if she has been employed to teach mathematics she must know how to apply certain mathematical formulas in solving problems, or else it would be next to professional suicide for her to appear daily before her thirty or more bright youngsters attempting to play the role of a mathematics instructor. And all teachers in the entire school system, whether

they teach in the kindergarten or the senior high school, are expected to use and to encourage the use of good English, both spoken and written. These are some of the things which the community expects the teacher to know.

But this is not enough. There have been teachers in the past; there are teachers now; and I judge there will be yet more in our profession who know these things, but who fail to satisfy the demands of a modern community. The teacher must do. The teacher must accomplish; she must achieve. She must work in order that her pupils may make satisfactory progress. If a few of her pupils mark time, the loss may be charged up to the weaknesses of those individuals; if many of her pupils mark time the community will suspect something wrong with the teacher. Education today is entirely too costly for us to allow masses of children to merely mark time. The community expects the majority of a teacher's thirty children to show some signs of immediate progress in knowledge of subject matter as evidenced by objective tests given after a reasonable period of time, or else the teacher may be considered a failure.

THE teacher may know and do, and then fail to be a complete success unless she possess one other quality. She is expected to inspire her pupils. A real teacher does inspire. All of us are led to do our very utmost through inspiration. I well remember when I was a boy in the upper grades of a village school thirty years ago, when a state course of study as we have today for rural and village schools was unknown; when music and drawing in that class of schools was unheard of; when children were punished for attempting to draw pictures of their classmates—creative expression. Then it was I used to borrow that huge Rand McNally geography from some of the "big girls" and use it as a camouflage to hide my crude pencil cartoons from the ever-searching eyes of the teacher. A new teacher—Miss Trew—caught me in the act one day while I was sketching a picture of her. I thought she would "whip-me-in-the-hand" as she had done to some of the other boys for various misdemeanors, but to my utter surprise she was pleased, and allowed me a little spare time each day for drawing under her supervision. When she went to the county seat she brought me a box of water colors—the first I had ever seen. She helped me to draw and color a large cluster of fruit. My mother framed the picture. This gave my first real thrill in school, and I owe it all to that teacher. I would have done anything she asked. What a glorious place school would be if all teachers had the ability to inspire every boy and girl as that teacher inspired me!

The community expects the teacher to teach children not only to be able to do their assignments in mathematics, but also to love to tackle and solve a difficult problem wherever found; not only to be able to read rapidly and with understanding, but to appreciate and love good literature; not only to be able to sing or to play a musical instrument, but to appreciate and love good wholesome music; not only to know how to draw simple sketches, but to appreciate the beautiful in all the walks of life; not only to be familiar with important historical events, but to appreciate and love the great characters in history who have nobly striven to make the world what it is today. It is true that business feels that the world is now passing between a Scylla and Charybdis of social unrest and economic ruin, but nevertheless the men and women in history have left us many wholesome and worthwhile ideals which cannot help but enrich our lives. An intelligent community expects the teacher to inspire its children to reach out for the nobler and better things in life.

Sarah W. Middleton, the author of this little poem, unquestionably was inspired by the teacher whom she describes:—

"She was a teacher
Very many years,"
He said to me.
"And if she wearied
Of the daily grind,
We never knew,
For she kept smiling
As school teachers do.

"And I cannot recall
Just what she taught,
Nor what her methods were
That brought
Achievement to us
In that school of yore.

"It has been long—
Those days are far behind;
Dim is her face,
Nor do I know
The color of her eyes, her hair,
Nor whether she was plain
Or passing fair.
And though she stood each morning
At the door,
I cannot recollect
A single dress she wore.

"But one thing lives—
A memory as radiant
As the Sirius star
That hangs beneath Orion
On the wall of space,
And takes its shining way
Across the winter sky—
A silver thread
That will forevermore
In its pattern trace
Upon the scroll of years
As they unwind—
The one thing I remember—
She was kind."

Nebraska's Character Plan

By CHARLES W. TAYLOR
State Superintendent of Public Instruction, Nebraska

THE Nebraska Character Education Law was enacted in 1927. This law marked one of the first instances wherein a commonwealth through legislative enactment definitely charged the public and private schools with the necessity of giving the same attention to training in citizenship and to the building of character as is common to the teaching of the so-called "fundamentals."

The intention of the legislature was to provide the necessary legal authority whereby the State Department of Public Instruction might make available to the teachers of the state materials necessary in setting up a program for the purpose of building character. The law reads as follows:—

> "79-2131: *Character Education, Principles Emphasized in First Twelve Grades Enumerated*: It shall be the duty of each and every teacher employed to give instruction in the regular course of the first twelve grades, of any public, private, parochial or denominational school in the State of Nebraska to so arrange and present his or her instruction as to give special emphasis to common honesty, morality, courtesy, obedience to law, respect for the national flag, the constitution of the United States and the constitution of the State of Nebraska, respect for parents and the home, the dignity and necessity of honest labor and other lessons of a steadying influence, which tend to promote and develop an upright and desirable citizenry.
>
> "79-2132: *Same, Incorporate in Course of Study*: For the purpose of this act the State Superintendent of Public Instruction shall prepare by September 1, 1927, an outline with suggestions such as in his judgment will best accomplish the purpose set forth in Section one (79-2131), and shall incorporate the same in the regular course of study for the first twelve grades of all schools of the State of Nebraska."

My office was charged with the responsibility of preparing courses of study in character education for the first twelve grades of all of the schools of the state.

The first bulletin* was placed in the hands of teachers shortly after September 1, 1927. A supplementary bulletin was issued a few months later, which was intended primarily for the use of rural teachers. In the foreword of these two publications it was clearly stated that the plan proposed was laid down simply as a basis for discussion and as a means of guiding school authorities in the building of their own programs.

The first obstacle which confronted us, as you may well imagine, was a smug feeling of self-satisfaction on the part of the teaching profession itself on the subject of character education, which assumed that all school procedures were already organized and administered so as to incidentally produce good character. Why do more? We agree that character will and does incidentally evolve out of all school processes. However, we insist that due emphasis shall be placed upon the word "incidentally." These good folk resented suggestions that character objectives be set up in the field of subject matter courses. They insisted that it would be a waste of time and that it was not needed, and so on and so forth. This group represented what might be termed professional "stand-pat-ism."

The second obstacle was represented by two opposing theories of psychology. There were the behaviorists who believe character is fundamentally a matter of habit. This group insisted that character is a matter of physical or material origin. Opposed to this was another body subscribing to the theory of natural instincts, holding to the idealistic or spiritual point of view. In other words, it constituted the age-old controversy between "nurture" and "nature." The quarrel between these two groups has not yet been settled and is not likely to be settled.

The first character education outline which was submitted to the school people of Nebraska was rather severely criticised on the ground that it was too complicated. Teachers were perhaps a bit awed by the rather detailed way in which emotions and instincts had been catalogued. It is probable that many teachers in the state overlooked many practical and helpful suggestions merely because they lacked the patience to study the course as outlined.

We did not insist that any teacher undertake to follow the plan in its entirety. The suggestion was made repeatedly that teachers use such material in the outline as seemed practicable, and that

*A Course of Study in Character Education, by F. M. Gregg, Nebraska State Department of Public Instruction, 1927.
Character Education, Supplementary Normal Training Bulletin No. 4A by F. M. Gregg, Nebraska State Department of Public Instruction, 1928. Edited by Chloe C. Baldridge, director of Rural Education, and Dr. George W. Rosenlof, director of Secondary Education and Teacher Training.

they feel free to adapt the material to their own particular situations, weaving into the course any plan or device of their own which seemed to give promise of results.

We have a definite and positive conviction that teachers who made an earnest effort to use this outline achieved something worthwhile in the development of ethical character. Our conviction is based upon scores of interviews with teachers who, while admitting that they were unable to use all of the material, and in many cases were unable to agree with all of the suggested procedures, did find that the outline furnished at least a definite challenge to do something.

We are compelled to assume that the State legislature, in enacting the character education law, was attempting to give effect to the state-wide demand that something be done to check the apparent increase of delinquencies among the youth of the state. It was for us to say whether or not the provisions of the law, or the need for such a law, harmonized with our own opinions.

The third obstacle which presented itself might be termed—the attitude of the scientific educationist. We firmly believe that a need exists for the sanely scientific educationist, but may we add that he has proved to be a particularly "pestiferous animal" in relation to our efforts to deal with the problem of character education. He insists that before we do anything in the field of character education we must discover ways of measuring, weighing and sensing it by degrees as we would so much wheat or corn. We must somehow be able to take hypothetical character situations, methods and materials and by means of the chemistry of philosophy and psychology demonstrate beyond question our ability to distill out of them tangible quantities of the very essence of moral conduct, or be able to precipitate in an imaginary test tube definite amounts of concrete character value.

Just recently a representative of our office was discussing the matter of character education with a school executive. When inquiry was made as to the manner in which the character education program was progressing in that particular city the superintendent made this statement: "We can scarcely hope to do anything in that field until we know more about it."

If a man's home is on fire he does not complacently stand by while his home is consumed and refuse to use the fire-fighting apparatus at hand simply because the future may find a better process of extinguishing conflagrations.

We are willing to grant that it would be worthwhile if we could fix definitely the responsibility for the so-called breaking down of moral standards. Any effort, however, to fix the responsibility might well result in endless argument as between the home, the church, the school, and the various other agencies with which the child definitely comes in contact. So it would seem that the imperative need is that something be done rather than to wait until responsibility for certain conditions can be definitely placed.

Then lastly we had to deal with the pedagogical agnostic. Apparently this chap is the one to whom reference is made in the well-known statement, "A little learning is a dangerous thing." He says: "We don't know this; we don't know that; it must not be done this way; it must not be done that way." He tells us there are ten thousand reasons why we should not do this or that. In fine, he presents us with a great, unconquerable mass of negation, doubt, indecision, uncertainty, "know-nothing-ism" and "do-nothing-ism."

Our problem was what to do and how to do it. We could find plenty of glowing generalities showing the value and need of character education; plenty of doubts and don'ts and dangers; plenty of inertia and dodging; plenty of erudition and theory, but with all there was a woeful lack of constructive criticism and helpful faith in methods and procedures.

At length we came to the conclusion that the Knighthood of Youth plan presented a rather effective and workable plan. While the home and the church have been surely and steadily losing influence on the life of the child, the talk and influence of his associates have been steadily gaining influence. In our opinion this represents the whole crux of the character education problem. While the Knighthood of Youth does not solve the whole problem it does make a strong attack at this point in the child's acquisition of character.

Our observation of the Knighthood of Youth plan as used in the New York City schools led us to a study of its qualities. The plan is sponsored by the National Child Welfare Association,† a non-commercial organization, devoting its energies to the problems of character education. The National Child Welfare Association publishes three pamphlets which give to the teacher specific help in character education. These bulletins are a Knighthood of Youth *Guide for Teachers,* Knighthood of Youth *Club Guide,* and the *Parents' Part.* Permission was given to the State Department of Public Instruction to distribute a Nebraska edition of each of these bulletins, edited in our own department and planned primarily for rural and small village school conditions.

These bulletins arouse the interest of boys and girls in becoming members of a great national movement. The term "Knighthood" has an appeal in that it offers an opening to the land of Adventure. The various activities assumed by the

†National Child Welfare Association, Dr. John H. Finley, president, 70 Fifth Avenue, New York City.

Club and the individual members are to them their "Knightly Adventures."

The term "Knighthood" itself represents an ideal— that of service. The program emphasizes the necessity of home and school co-operation. Every child is encouraged to overcome his bad habits, replacing these with good habits. Ways of encouraging these individual improvements are presented at club meeting time to individual pupils who form desirable habits. Thus, the strong incentive to do right is the approval of the social gallery which through the club includes the school, home, and community. Each pupil is permitted to keep on the "stones" of an outline castle a record of his successful adventures in forming good habits, carrying out home responsibilities, and rendering service. A large castle outline is kept on the schoolroom wall so that a record may be made of successful group adventures.

We realize that our Nebraska program must be considered largely in the nature of an experiment. One hundred years from now our efforts may be thought of as being crude and unscientific. May we call your attention to the fact that certain practices in the field of education which were considered one hundred per cent. reliable by the so-called experts ten years ago have now been thrown into the discard. May we add that correlations which were assumed to be significant ten years ago are not so considered today. Common sense cannot be entirely supplanted by co-efficients of correlation. Some educational procedures which were presumed to have the utmost in the way of scientific foundation have been cast aside.

We present as a positive conviction the thought that anything which represents a definite effort toward the proper development of boys and girls in the realm of morals and ethics, in the face of all of the agencies that are operating in the opposite direction, represents something that is worthwhile.

Social Aims of Education

By S. M. BARRETT

Kansas City, Missouri

EDUCATION prepares pupils for life's opportunities, privileges, and duties. It is the duty of the teacher to discover and to develop, systematically, the pupils' interests and capabilities. This development of pupils should include the physical, mental and moral.

From the elementary to the college level the aim is to develop "men, workers, and citizens." But will the schools of today make proper preparation for the citizens of tomorrow?

This machine age has not only changed our vocations, but doubtless will continue to do so again and again. Moreover this age while overturning our labor habits has revised our schedules for leisure times.

The coming of the five-day-week and the six-hour-day will again interrupt our routines of life, and make revisions necessary in our daily schedules. It is of no avail to say these things are not coming, for in spite of arrests and hindrances this schedule for labor is coming. When it has fully arrived all men will have added time for leisure. As the machines do more and more of our work we shall all have more and more leisure time. As our industries change we shall need more education in order to be able to make proper adjustments and meet new situations.

At this time when the world's economic program has been upset and nations and peoples are perturbed, it follows that readjustments must be made in every vocation and avocation of life. Perhaps at this time we sense one of our lacks of governmental stability as the absence of proper balance between capitalistic and communistic tendencies in governments.

In this connection it might be well for us to learn from Russia's mistakes in her ultra communistic government and also from our own unstable balance in controlling capital that when capital rises and humanity is lowered, this is a symptom of improper balance in government controls. Naturally, man has a desire for ownership—a right to possessions—and of this right he should not be deprived. But governments must teach men that striving to control markets, restraining trade, or in any way profiting by a plan that is injurious to the common welfare will not be tolerated; and that such actions will be restrained or punished through social agencies.

In the task of finding proper means of readjusting social agencies the schools must do their part. Education must go forward and help as never before, and in this strenuous time it would certainly be unwise to declare a partial moratorium for education.

Criteria for Teachers' Meetings

By DANIEL P. EGINTON

Assistant Supervisor in Research and Surveys
Connecticut State Board of Education

THERE is little doubt but that the typical teachers' meeting is generally a sad waste of time. Although meetings of teachers, like all mass meetings of groups, have definite weaknesses and limitations, they may become a vital factor in the supervision program provided they are planned and carried out in accordance with sound principles. The following criteria should prove helpful to those charged with the responsibility of organizing and conducting teachers' meetings as one of the technics of supervision:—

1. Teachers' meetings should be held in a comfortable, pleasant room, accessible to the teachers and equipped for conference purposes.

2. In order to keep up interest, meetings should begin and end on time. The leader should conduct such interesting, worthwhile meetings that teachers will feel that they miss something when they are not present and on time.

3. Attendance should be voluntary; however, unless teachers have a valid reason they should be expected to attend.

4. Meetings should be held after regular school hours; if necessary, pupils should be sent home or the school day shortened in order to provide time for meetings. The school should be developed so that children can take care of themselves.

5. There should be both general meetings with the entire staff and special group meetings, for a limited number of teachers. Only pertinent problems of general interest to all members of the staff should be taken up in the general meetings; special professional pertinent problems to a limited number should be taken up in small group meetings.

6. To the extent possible preliminary problems should be cleared through previous conferences or through committee meetings.

7. Problems taken up in teachers' meetings may be introduced (a) by the leader, (b) report of a committee previously appointed, (c) by a teacher who is especially qualified to discuss them, (d) by an outsider—depending upon the nature and origin of the problem and the experience, position, and capacity of the personnel.

8. Care must be exercised to see that a few loquacious people do not monopolize the discussion which should be so conducted that each person feels that at times he has a valuable contribution to make and desires to make it. Adjustments should be made to the special needs, interests, and abilities of the individual teacher.

9. The undertalkative should be challenged, interested and given responsibility—asked to discuss a problem, to prepare a short report, etc.

10. Teachers' meetings should be used for binding the faculty into a unit, i.e., to promote good esprit de corps and integration of effort and interest, by challenging the interests of teachers and enlisting their co-operation in the solution of problems and the realization of self-imposed worthy goals.

11. The greater percentage of the time should be devoted to the discussion of professional problems rather than taken up with routine and administrative problems which often may be solved more efficiently in other manners—telephone, circulars, announcements on bulletin boards, and rules and regulations.

12. Satisfaction and good fellowship that come from professional interest and growth leading to worthy purposeful activity should be promoted.

13. The leader must try to exemplify the personal and professional ideals and the educational principles by which he judges the success of his teachers.

14. In general, emphasis should be given toward introducing and spreading knowledge of new movements in education, reiterating old doctrines and ideas, interpreting local problems in the light of general educational theory, and for discovering more efficient ways and means of improving the effectiveness of the school, depending upon the situation.

15. The aims, purposes, or objectives of each teachers' meeting, as in all school work, should be precise, definite, and understood by all of the teachers. After the meeting a check should be made to determine how well the goals have been reached.

16. In order to promote integration and insure direction, the general program of the teachers' meetings should be planned in a one-, two-, or even three-year cycle rather than from month to month as is common practice. A plan forces an analysis of the problems.

17. The program to be carried out in teachers' meetings should be drawn up by the teachers and the responsible leader in the light of their interests, abilities and needs. It should be determined in the perspective and in relation to the whole program of supervision, dealing with only those phases

of supervision which best may be carried out in a group meeting.

18. The professional work carried on in teachers' meetings should grow out of, supplement, and add to that which is developed through the other supervision technics—classroom observation, conferences, circulars, demonstrations, visitation, extension courses, etc.

19. The educational principles and problems discussed and stressed in teachers' meetings should be preceded, supplemented, and followed up by further discussion and reading, such as (a) professional literature bearing on the discussion of problems; (b) conferences with smaller groups who need further help; (c) interviews when needed; (d) personal classroom observation to see whether teachers understand principles sufficiently well to apply them, and to help them to apply them better; (e) explanatory circular letters; (f) personal letters when necessary; (g) illustrated materials; (h) visual aids.

20. The problems taken up for general discussion in teachers' meetings should be those which best may be taken up in teachers' meetings, which are pertinent to the activities of the school and community, which have grown out of the needs and experiences of teachers, which are included as an integral part in the year's supervisory program, and with which teachers and leader are sufficiently familiar to discuss profitably and intelligently.

21. The program of teachers' meetings should be centred around the discussion of the solution of real professional problems. Such problems as the following have been used with good results.

(a) Providing adequately for the individual differences of pupils.
(b) Insuring proper use of leisure time.
(c) Setting up a richer extra-curriculum program.
(d) Clarifying the general and specific aims of education.
(e) Promoting the development of health.
(f) Discussing the relation of interest and effort in learning.
(g) Promoting the development of character formation, moral training, aesthetic refinement.
(h) Interpreting democracy and ways of developing a better co-operative attitude.
(i) Providing better use of the library, auditorium, gymnasium, shops, cafeteria, etc.
(j) Helping pupils to think critically and independently.
(k) Effecting better co-operation among the teachers, schools, and the other educational agencies.
(l) Insuring better use of tests and measurements.
(m) Beautifying building, landscape, local community.
(n) Providing better articulation between grades and school units.
(o) Providing better vocational and educational guidance.
(p) Pointing out trips, excursions, visits, etc., that pupils should take.
(q) Discussing principles and methods of discipline.
(r) Discussing meaning and principles of transfer of training.
(s) Discussing importance and processes of formation of habits, attitudes, and ideals.
(t) Discussing principles of learning, especially the dynamic nature of the self and the importance of integration.
(u) Providing a better system of marks and grades, records and reports.
(v) Discussing community problems and the aims and methods of school publicity.
(w) Discussing the meaning and principles of various methods—Dalton, Project, Winnetka, etc.

Quiet Things

By Mary Charlotte Billings

When days are full of discord,
And every moment brings
Its share of strife and worry,
I think of quiet things—
Quiet things and calm things—
Lovely things like these:
Dim woods at nightfall,
Snow on hemlock trees,
A cherry tree in blossom,
Cobwebs hung with dew,
Yellow leaves drifting down
With sunlight slanting through.
Behind closed lids I seek them—
Again and yet again—
Curling wisps of wood smoke,
Violets in the rain.

—Nautilus.

The Washington Bicentenary

By EDWIN D. MEAD, Boston

THE World Disarmament Conference meets at Geneva in the very year, and indeed in the very month, when the United States and the united world will observe the bicentenary of the birth of Washington. We do not always remember how great he was as a prophet of peace, a worker for peace, and a hater of war.

"My first wish," he said, "is to see war, the plague of mankind, banished from the earth"; and with Franklin and Jefferson he aspired to see our new nation a leader in the inauguration of a new era alike of peace and freedom for mankind. He dreaded great military establishments, which he viewed as always hostile to liberty and especially to republican liberty.

His conception of a "respectable defensive posture" for our new republic is shown by the fact that the expenditure which he sanctioned for such provision for national defence during the eight years of his administration was $8,000,000. It is a startling fact that, while our area has become five times as great as it was then, and our population thirty times as great, our annual expenditure for "national defence" is over eight hundred times as great—with our danger from any attack vastly less now than then. Mr. Hughes is quite correct in saying that "in no other power and no possible combination of powers lies any menace to our security."

The Washington Bicentenary strikes the hour for putting our clear and imperative international duty into action. No other commemoration can be so beneficent, so timely, so true to the hearts of his countrymen.

The schools and colleges should lead the churches and the press in demanding that Congress and all other official agencies unite in emphasizing responsibility for promoting peace and prosperity in the name of Washington, Franklin, and Jefferson, as a memorial to their consecration of their government and ours for such a world crisis as this.

The repeated declarations of President Hoover this summer would have gratified Washington's heart—the President's denunciation of the world's burdensome and menacing armaments, his heartening steps toward international co-operation, his latest condemnation of any loans that might be applied to war purposes or war preparations. This helps to bring the nation back to the spirit of Washington and Jefferson and Franklin; and the strengthening of that spirit, the rapid and decisive supplanting of the methods of war by the methods of reason in our international life, will be the worthiest way in which we can commemorate our Washington Bicentenary.

A "Close-Up" of Far-Away Places

To an amazing degree the *Carpenter Geographical Readers* have the power to bring the places and peoples described so close to the pupil that he feels as if he, himself, were seeing them. The Carpenter books have never been equaled in their charm and their vitality. They are strong factors in promoting the idea of world friendship and interdependence.

A new Carpenter book has just been published—"*Our Little Friends of Eskimo Land, Papik and Natsek.*" The charm of the story, as Frances Carpenter tells it, is unusual and lasting. Boys and girls will be so interested in this book that they will read it more than once and they will gain from it an excellent preparation for the study of geography in the fourth grade. *Artistically illustrated in color.*

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CARPENTER'S OUR LITTLE FRIENDS OF ESKIMO LAND, PAPIK AND NATSEK .72

AMERICAN BOOK COMPANY

New York Cincinnati Chicago Boston Atlanta

CHARACTER WORKSHOP

Conducted by JOSEPH B. EGAN

Editor, The Egan Monthly Service in Character Training

This Question of Drink

(*Part I.*)

I HAVE been asked to discuss the best means of educating the child to a knowledge of the evils that flow from the use of alcohol as a beverage. The question reads something like this: Granted that the state requires the teaching of the harmful effects of alcohol upon the human system, is formal teaching, even at its best, the most effective means of approaching the subject? My answer is an humble and yet very careful "No!"

There is nothing dynamic about education as such. There is no impelling force in it. It exists in the individual as a mental state, a lake of information, a quiet something with a great reserve of power within it but which cannot, or will not be able to function unless drawn into the various activities of life by some emotional whirlpool, urged onward in this way to give added power to certain initial forces which the individual has within him, and which he wishes to bring into play.

To my mind this has a vital bearing upon the work that is being done in this country in the schools, if there is much work being done, with reference to the control of the liquor problem. The general cry has been that solution will come only through education, and I think our state laws and the various means employed to set them in operation are visualized and developed around this idea To my mind the necessity for giving definite instruction regarding the harmful effects of alcohol upon the human system is not at all enough to prepare our children for a life of sober citizenship. It seems to me that we will not gain from such a plan any more reaction than we have gained in the past through education as to the harmful effects of nicotine, especially as produced by the cigarette. In other words we must go deeper and develop a response from the emotional side of the child that will create a balance within him which will enable his will to function properly when the imponderable stuff of the intellect is thrown upon the proper side. In other words I look upon the child as a very delicate mechanism much in the nature of a scale in which emotional balances correspond to the weights upon the scales. If through the child's environment, heredity, and general disposition there are weights placed upon the negative scales to such an extent that a condition of unbalance is attained, education, to my mind, no matter how great it may be, will not suffice to bring about a condition of balance. I see emotional conditions as ponderable, as having distinct weight, as being almost tangible, in a sense, material, and I see intellectual values as imponderable, ethereal substances which of themselves have no downward driving power. It seems to me that because of this fact the system of education which we prepare for the growing child in order to predispose him to temperance, must be of a character that will not only bring to him appreciation of values, but will create within him a weight of emotional response that will enable his will to function. Now it just happens that the possibility of doing this sort of thing is within easy reach. Liquor, as we all know, is a destroyer of strength. It is one thing to teach this fact and the biological and spiritual reasons for it, and it is a far greater thing to create within the child a feeling of horror and indignation against a substance which is at the bottom of such tremendous loss of power and suffering.

Liquor, as we all know, is a destroyer of rights. One of the strongest emotional appeals that man feels is the surge of indignation that rises within him at the violation of his rights.

We can capitalize this and create within the child an indignation against a material that in its operation is known as, and can be proven to be, the most tremendous violator of the rights of childhood that the world has ever experienced. It would seem to me in this connection that stories of the suffering, the abandonment, and the degradation consequent upon the presence of liquor in the home will do more to bring the child to a proper appreciation of the sinister meaning of liquor in home life, than all the education in the world that regards as its primary purpose the enlightenment of his mind as to the harmful effects upon his body.

Liquor can be proven to be a tremendous source of danger. Every child reacts violently against the threat of danger. We have here a vantage point which we may well use far more than we do in creating within the child a positive fear, psychologists to the contrary, of this deadly, blasting substance whose mission upon the earth so far has been one of sad destruction.

Liquor can be demonstrated to be a destroyer of happiness and success. Every urge within the child cries out for joy. To strengthen these urges

and to develop within the child an appreciation of the nature of the thing that can defeat them, is to give him emotional power which will enable him to resist temptation.

You see I have been endeavoring to demonstrate that in this emotional field, as yet unexploited in our schools, we have the real whiphand over liquor in all its phases. It seems to me that here only have we control. I, therefore, suggest to educators, and to all those interested in other phases of this problem, that some sort of a beginning be made to prepare for our schools an emotional presentation that the teacher, without tremendous research on her part, will be able to execute. Instead, therefore, of throwing our emphasis upon medical charts and upon treatises and books of hygiene, and upon chemical analyses of liquor, I earnestly urge that we give immediate attention to these far-reaching emotional aspects of the case.

How this may be done will be treated in greater detail next week. Meanwhile consider the emotional values latent in this story.

ARTIGON, THE GREAT

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THE picture of Artigon, the world's champion wrestler, was pasted on the billboards all over the town. Jim and his chums stood before it for a second each day on their way to and from school.

"Must be great to be as strong as Artigon," Jim would say. "See those muscles! Oh, boy! Artigon could throw a polar hear flat on his back and put his foot on him."

"See those leg muscles, too!" one of the other boys would remark, "and *see* that neck! Say! I'll bet Artigon could hold up a balcony on that head of his—like the statues beside the door of the town hall."

The night of the great battle the boys crowded around their radios. Jim and Tom went over to Ed's house. In the perfect silence of awed wonder they listened as the machine gun fire of the announcer's description rattled across to them.

"Boy, Boy!" crowed Jim. "*What* a fight! Artigon has him *down*. Say, wouldn't you like to *see* what's happening? He wins! Artigon wins! Hurray!"

Three boys rose from their low stools before the radio and did a war dance which ended in a free-for-all wrestling match that was extremely hard on Mrs. Johnson's furniture.

Jim and Tom lived across the city from Ed's house. It was a lovely crisp night. The stars were out, and the air held the first inspiring breath of spring.

The boys sauntered slowly along. Being out late at night was a novelty for them which they were enjoying to the full. Their way led past the railroad station. Under the huge electric lights that flooded the entrance they saw a little group of people standing.

"What are you waiting for?" asked Jim of one of the men.

"Artigon," said the man. "He's going out on the eleven-ten train."

"Artigon!" gasped Jim and Tom in unison. "Here's our chance to see him."

"You won't see much," said the man. "Like as not he'll be drunk. Always tanks up after every fight."

"Drunk!" gasped Jim. "I thought athletes didn't dare to drink."

"They don't," said the man, "if they have any sense, but this big bruiser has muscle, and not much else."

At that moment a taxi rolled up to the curb. A husky young fellow backed out of it, followed by the huge bulk of a man who leaned crazily on him.

The young man tripped and fell backwards. Like a huge half-filled sack of oats the big man sprawled over him.

"It's Artigon!" cried Jim. "Look at him! Say! My little brother, Ed, could wrestle him *now* and *win*. Look at him trying to get up! Isn't he funny?"

"There's one wrestler neither Artigon nor any one else can whip," said the man. "That's booze. Booze lands them every time."

Jim and Tom walked on towards home in silence for at least three blocks. Jim spoke first.

"Didn't look much like his picture, did he?" he asked.

"Looked like a big, slobbering beast to me," said Tom. "Always *will* look like a beast to me, no matter *how* his picture looks."

Discussion: Make a list of the great power-destroyers. Here is a start: Alcohol, tobacco, morphine, opium—in the physical field. Anger, envy, avarice—in the emotional field. Lies, evil thoughts, evil words—in the intellectual field. Evil works, evil companions—in the service field.

Is a person safe in the presence of any one of these destroyers? What happens to such a person? Is there not a subtle, destroying poison poured forth that covers him with the slime of a deadly thing?

In what danger is a person who listens to lies—who goes with evil companions—who permits anger to master him?

TEACHERS, GRADE 4-8 INCLUSIVE

If you are interested in the latest development in Character Education work the current issue of Mr. Egan's Monthly Service will be sent to you free of charge. Send a card with stamped self-addressed envelope to Journal of Education, 6 Beacon Street, Boston

BOOK TABLE

THE STORY OF ENGLISH LITERATURE. By Edmund Kemper Broadus, University of Alberta, Edmonton, Canada. Cloth. 623 pages. New York: The Macmillan Company.

This is a remarkable scholastic study of the peaks in English literature which are of compelling interest to readers of the attractive past in the chaotic mentality of the wreckage of personalities by the world crisis.

The test of any book published within a year is the heroism with which it eliminates everything that has lost interest for the discriminating present, and has an artistic skill in discovering relatively modern inspirations that give a rainbow glow of faith, hope and charity of civilization to the new humanity.

Out of Western Canada the Macmillan Company has brought a book of surpassing merit of to-day for to-morrow.

The author says brilliantly: "After many years of teaching, I find my pedagogical notions reduced to a very simple credo: that the only thing that really matters is to persuade the student to go on a voyage of discovery for himself with his own aroused curiosity at the helm."

We know of no book on any subject by any one that demonstrates that art more skillfully than does "The Story of English Literature," by Professor Broadus.

A LOVING PEOPLE. By Arthur P. Abbott, Highland Falls, N. Y. Cloth. Illustrated. 147 pages. Bayonne, N. J.: Jersey Printing Company.

Circumstances without my seeking have promoted my personal interest in American Indians for eighty years. As a boy I spent some hours with the Indians at Old Town, near Bangor, Maine, and I have had occasion to know every important tribe of American Indians in the United States, and they have always interested me.

"A Loving People," by Arthur P. Abbott, presents a most attractive literary picture of American Indians in their personality and tribal relations as I have known them in every section of the United States.

It would be of inestimable importance to modern Americans from everywhere to know the native Americans as they have survived under various social, industrial and domestic conditions.

I regard it as a real privilege to have read leisurely of this "Loving People," by a modern literary artist.

GREGG TYPING TECHNIQUES AND PROJECTS. By Rupert P. SoRelle and Harold H. Smith. Rational Series, Complete Course. New York, Chicago, San Francisco, Boston, Toronto, London, Sydney: The Gregg Publishing Company.

It is relatively easy for Robert P. SoRelle and Harold H. Smith to produce "Gregg Techniques and Projects" complete because the present attainment of skill in every phase of the art has been a growth, like the apple, from budding to harvesting, and not a building from cellar to garret.

There was no time that the techniques and projects would have been ready for the present market as they are in this "Rational Series" which recognizes the fact that from start to finish all typing should be expert skill action. This series is the ripened acquiring of skill in the right atmosphere with the right spraying for protection from harmful pests of experimentists.

TRAINING AMERICAN YOUTH. By Albert S. Ames, Superintendent, Canton, Mass. Published by the author at Canton, Mass.

Albert S. Ames, whose ancestors for three-hundred years have lived noble lives, civically, industrially and socially, within ten miles of where he has been "Training American Youth" professionally for a third of a century, enjoys putting in the best form we have ever seen in print the story of the science and art of "Training American Youth" as he has practiced it in teaching and superintending education in all the years.

Every reader of this book will be a better American, will have more influence in the making of better Americans because of what Superintendent Ames has written.

THE ADMINISTRATION OF PHYSICAL EDUCATION WITH SPECIAL REFERENCES TO PUBLIC SCHOOLS. By Jay B. Nash, New York University. Cloth. 491 pages (6 by 9 inches). New York: A. S. Barnes and Company.

This is such a departure from the usual treatment of the teaching of physical education that we have delayed giving it due attention. We are in no position to value its "Four Level" philosophy. Its remarkable endorsement by Clark W. Hetherington and John W. Withers, than whom no two men signify more, in my appreciation of their judgment, makes me greatly interested in the thoroughness of Professor Nash's study.

The present world crisis apparently ends the willingness of civilization even to accept any idealized philosophy until it has adequently demonstrated that it will meet all conditions of human nature as well as nature.

The world crisis makes all people, civilized and uncivilized, in every nook and corner of the globe, know when a philosophy meets the present need of mankind, and nothing will be satisfactory to any one until the physical is controlled by the spiritual.

Professor Jay B. Nash may not have said the last word, but he certainly appears to have said the latest word in "Physical Education."

THE AUSTRIAN EDUCATIONAL INSTITUTES. By Beryl Parker. Cloth. 188 pages (7 by 10 inches). In America. Washington Square, East, New York: New York University Book Shop.

This is the one notable account in English of the "Austrian Educational Institutes," published by Austrian Federal Publishers for Education, Science and Art, Vienna and Leipzig.

Beryl Parker appears to have beeen discovered by Thomas Alexander, a creative genius of Columbia University, and she has been financed for several months. This remarkable publication is handled in America by the Book Shop of the New York University, Washington Square, East, New York City.

It is worthy of note that there is a tendency for the great educational organizations in New York City to co-operate.

Books Received

"Answer Me Yes or No." By Elmer O. Cappers and Russell H. Potter.—"Bible Sayings." By Amos R. Wells.—"A Daily Digest of the Sunday School Lessons." By Amos R. Wells.—"Through the Bible in a Year." By Amos R. Wells.—"Select Notes." By Amos R. Wells.—"Bettering Boyhood." By Frank H. Cheley.—"The Amos R. Wells Devotional Year Book for Daily Needs." By Amos R. Wells.—"Morning's at Seven." By Mae Foster Jay. Boston: W. A. Wilde Company.

"The World We Live In." By Gertrude Hartman. — "Matthias at the Door." By Edwin Arlington Robinson. New York: The Macmillan Company.

"Silhouette of Mary Ann." By J. E. Buckrose. New York: Frederick A. Stokes Company.

"Hatter's Castle." By A. J. Cronin. —"The Epic of America." James Truslow Adams. Boston: Little, Brown & Company.

"Wild Orchid." By Segrid Undset. New York: Alfred A. Knopf.

"The Firemakers." By Rollo Walter Brown. New York City: Coward-McCann, Inc.

"Curso Practico de Espanol para Principiantes." By G. Cherubini and V. Condon. Philadelphia: The John C. Winston Company.

THIS WEEK ON THE AIR

Nationwide Radio Broadcasts Selected For Their Educational Interest

Columbia Network

Key Station WABC **Eastern Standard Time**

Monday, January 25

11.00 A. M. Musical Alphabet.

2.30 P. M. American School of the Air, "The Hague Tribunal" (History Drama).

4.30 P. M. National Student Federation of America Program, Renne Smith of the Royal Institute of Politics in England and exchange speaker for the Institute of International Education.

6.00 P. M. Current Events—H. V. Kaltenborn.

11.15 P. M. Toscha Seidel, Violinist with Concert Orchestra.

Tuesday, January 26

2.30 P. M. American School of the Air, "Vienna, the Musical Capital" (Geography and Music).

3.30 P. M. Musical Americana.

5.45 P. M. "Bill Schudt's Going to Press."

7.30 P. M. Kaltenborn Edits the News.

Wednesday, January 27

2.30 P. M. American School of the Air, "Architecture" (Art Appreciation).

11.15 P. M. Toscha Seidel, Violinist, with Concert Orchestra.

Thursday, January 28

2.30 P. M. American School of the Air, "Music and Work" (Primary Music).

7.30 P. M. Kaltenborn Edits the News.

8.45 P. M. Angelo Patri, "Your Child."

11.15 P. M. Howard Barlow and the Columbia Symphony Orchestra.

Friday, January 29

2.30 P. M. American School of the Air, "Investment." Clara Taylor, Investment Counselor (Vocational Guidance).

3.45 P. M. Columbia Educational Features, Dr. Hugh S. Cumming, "Public Health Progress." From Washington, D. C.

8.30 P. M. March of Time, Dramatization of the Week's Outstanding News Events.

11.15 P. M. Howard Barlow and the Columbia Symphony Orchestra.

Saturday, January 30

11.00 A. M. New York Philharmonic Symphony Society Children's and Young People's Concerts, Ernest Schelling, Conductor.

12.45 P. M. Wingate Athletic Program.

7.00 P. M. The Political Situation in Washington Tonight.

National Network

Key Stations WEAF and WJZ **Eastern Standard Time**

Monday, January 25

9.00 A. M. Le Trio Charmante, direction of George Dilworth, WEAF.

10.00 A. M. U. S. Navy Band, WJZ.

12.15 P. M. The Real George Washington, Charles Colfax Long, WEAF.

2.00 P. M. Health Talks, WEAF.

3.00 P. M. U. S. Marine Band, WJZ.

4.00 P. M Emily Post, WJZ.

6.45 P. M. Topics in Brief, Lowell Thomas, WJZ.

8.00 P. M. Early American history dramatized, WEAF.

9.30 P. M. Parade of the States, Erno Rapee and his orchestra, WEAF.

Tuesday, January 26

9.00 A. M. Morning Glee Club, directed by Keith McLeod, WEAF.

10.00 A. M. High School Band and Orchestra, WJZ.

11.00 A. M. Children's Bureau, WEAF.

12.15 P. M. The Real George Washington, WEAF.

12.30 P. M. National Farm and Home Hour, WJZ.

2.30 P. M. Poetry Program, P. W. T. Ross, WJZ.

3.00 P. M. Music in the Air, WJZ.

4.00 P. M. Magic of Speech, by Vida R. Sutton, WEAF.

4.30 P. M. Spotlights in Drama and Literature, Montrose J. Moses, WJZ.

6.45 P. M. Topics in Brief, by Lowell Thomas, WJZ.

7.45 P. M. Back of the News, by William Hard, WJZ.

9.30 P. M. Great Personalities, delineated by Frazier Hunt, WJZ.

Wednesday, January 27

9.00 A. M. Morning Glee Club, WEAF.

12.15 P. M. The Real George Washington, WEAF.

3.15 P. M. Cause and Cure of Wars, WJZ.

4.30 P. M. Eastman School Chamber Music, WJZ.

6.00 P. M. Music Treasure Box, Pierre V. R. Key, WJZ.

10.15 P. M. The Tune Detective, Dr. Sigmund Spaeth, WJZ.

Thursday, January 28

9.00 A. M. Morning Glee Club, WEAF.

12.15 P. M. The Real George Washington, WEAF.

3.15 P. M. Prominent Authors, WJZ.

4.00 P. M. Salon Singers, WEAF.

4.15 P. M. U. S. Navy Band, WJZ.

6.30 P. M. The World Today, by James G. McDonald, WEAF.

7.45 P. M. Topics in Brief, by Lowell Thomas, WJZ.

7.45 P. M. Famous Fallacies of Business, by Merle Thorpe, WJZ.

9.00 P. M. Dramatic Musicale, WEAF.

Friday, January 29

9.00 A. M. Melodic Gems, WEAF.

11.00 A. M. NBC Music Appreciation Hour, WEAF and WJZ.

12.15 P. M. The Real George Washington, Chas. Colfax Long, WEAF.

12.30 P. M. National Farm and Home Hour, WJZ.

2.00 P. M. U. S. Army Band, WEAF.

2.45 P. M. Mormon Tabernacle Choir, WJZ

4.15 P. M. Radio Guild, "Prunella," WJZ.

(Continued on page 99)

NEWS OF EDUCATION

Opposes Cut in High School Courses and Costs

Frank W. Wright, Massachusetts Deputy Commissioner, Criticises Any Downward Revision; Value of Live Subjects

BOSTON.—Sharp criticism of any movement to cut down high school courses and costs was voiced recently by Frank W. Wright, deputy commissioner of the Massachusetts state department of education, speaking at the annual meeting of the Massachusetts High School Principals' Association.

Mr. Wright explained that "one Massachusetts mayor in his inaugural address recently said his school system was to blame for 175 varieties of education, and for turning out an inferior product. The implication was that there is too much education and too many kinds." Asserting that the high school population of the state has nearly doubled in ten years, Mr. Wright said:—

"We need a different program in 1932 to interest the 175,000 high school students we now have. No mayor or city council is going to put the schools in a straightjacket and return to the slim offerings of 1910 or 1900."

Then, rapidly changing his attack, Wright criticised educators for not placing emphasis on curricula where it should be. He told them that they would "have to answer for the rapid expansion of the high school curricula."

As one reason for the present economic breakdown, he pointed to the fact that large numbers of students study algebra, Latin and French, and only a fraction as many political economy and world history.

A recent national convention of educators, he said, passed several resolutions and a survey was made as to the importance of each. Fully 1,000 delegates were questioned and the relative importance was found to be: First, the outstanding problem is taxation support; second, character education is most necessary today; third, rural education; fourth, health education, and fifth, law observance.

The high school enrollment in Massachusetts was 92,000 in 1921, with 175,000 estimated for 1932. To Mr. Wright, familiar with the various curricula offered throughout the state, the problem is "not so much to shrink, rather to be certain what ought to be taught." He was firmly convinced that there must be variety in subjects taught to maintain the interest of high school students, but contended that the emphasis must be placed on courses which will help the student in later life.

Mathematical Wizards Conceal Their Techniques

LOS ANGELES, Cal.—Urbane L. Barett, Los Angeles lawyer, recently amazed mathematicians by finding the cube roots of fifteen-figure numbers without putting pencil to paper. He needed only one or two minutes to solve each of the problems. Mr. Barett specializes in cube roots, but the long line of mathematical prodigies includes many who could perform mentally all sorts of problems from multiplication and division of the largest numbers to giving logarithms of any figures, calculating compound interest and telling the day of the week for any date. All these problems and more, they could do faster than machines. How do they do it? Each has a system, and each one keeps his secret carefully. Mr. Barett revealed only that he depends "partly on memory, partly on concentration and partly on the application of certain properties of numbers, whatever that is." The late George H. Wood, "the human adding machine," said that he relied merely on "elimination of conversation." Wolf Antzelewich, a New York taxi driver, on the other hand, asserted that his talent for multiplying and dividing large numbers or taking square and cube roots mentally was merely the result of long practice.

Americans Viewed By Japanese Girl

BOSTON.—That America is very much like Japan, except that the Japanese have not yet learned the art of grabbing a bite to eat off a drug store counter in exactly nine minutes, the Japanese women have not learned to smoke the well-known American "fag," nor do their shopping from the parlor sofa, is the opinion of Mrs. Harue Miyagi, young Japanese student from Tokyo who is in Boston University's school of religious education and social service. She is studying religious education to assist her husband, who is a clergyman in California. "The girls here are much more independent and have greater physical strength than the girls I am used to seeing on the streets of Tokyo," said Mrs. Miyagi, who is little more than four feet ten inches, and weighs about ninety pounds. "The hurry and extreme efficiency of the American girl have not yet reached her Japanese sister. The Japanese girl has to be more practical than the American girl. Ice cream sodas and movies are not in her line, because she has to have so many clothes. The lack of steam heat makes it necessary for her to have a different dress for every ten-degree change in climate."

Suggests Aid For Teachers

COLUMBUS, Ohio.—Five remedies for stabilizing employment conditions among teachers in the United States are suggested in a nation-wide survey of instructor supply and demand by Dr. R. H. Eliassen of Long Island University and Dr. Earl W. Anderson of Ohio State University. The report, compiling the findings of 117 independent investigators, recommends: One—Limitation of enrollment in colleges of education, as now practiced by colleges of law and medicine. Two—Five years of professional training for teachers. Three—Stricter methods of certification. Four—State placement of teachers. Five—Better inducements to superior teachers. Reasons for the surplus of teachers listed in the survey include the increased number of college and university graduates since the war; depression which makes it necessary for teachers, who otherwise might have left the profession, to hold their positions; high starting salaries, and married women in the vocation.

Boys' School Permits Supervised Smoking

ST. CHARLES, Ill.—Last Christmas Santa Claus left 350 pipes under the big tree at the State School for Boys here. They were for boys of fifteen and up. "The boys want to smoke and will contrive to do it some way or other," explained Superintendent Otto A. Elliott. "We've had trouble in the past, when they smoked cornsilk, leaves and twine. They even picked up cigar and cigarette butts on the highway running through the school. Now we're going to have supervised smoking." Fifteen-minute periods after lunch and supper will be set aside for the boys to take out their pipes, fill the bowls from common containers and light up.

"HIGHER EDUCATION"
Scholarship Refused Girl for Study of Nursing

BRAINTREE, Mass.—Because they do not believe that nursing is a higher education, the members of the Braintree school scholarship fund committee refused to give $125 to Miss Mary Lammers, who won the scholarship last June.

Every June scholarships with varying cash amounts are awarded to graduates of the high school. The scholarship for higher education was awarded to Miss Lammers. The girl intended to enter Simmons College, but was forced to change her plans.

When she decided to become a nurse she went to the scholarship committee to receive the $125 she had won before entering the hospital training school for a three years' course in nursing.

Harry Arnold, president of the committee, and Otis B. Oakman, town treasurer, announced that the committee had ruled that nursing was not higher education and could not pay the money for that purpose. The girl intends to fight the ruling of the committee with the aid of counsel.

Payson Smith, state commissioner of education, expressed the opinion that nursing can be properly termed "higher education" in commenting on Miss Lammers' case. "I think that the term higher education is generally used," he said, "to refer to study following the completion of a four-year high school course. Generally speaking, nursing schools would be so called."

Boston physicians and hospital superintendents came to the front also to defend nursing.

Rotarians Plan Usual Convention Dinner

WASHINGTON.—The School Masters' Rotary Club will have a joint luncheon with the Washington Rotary Club Wednesday noon at 12.30 o'clock, February 24.

The organization is composed of Rotarians with classification "Education" from every section of the United States. The attendance at these meetings is generally from 800 to 1,000. This will be the fifteenth annual luncheon of this organization. These meetings are usually addressed by a man of national prominence, and are looked forward to by Rotarians as one of the high spots of the convention.

Arthur M. Hyde, Secretary of Agriculture, will be the principal speaker this year. Joseph M. Gwinn, Superintendent of Schools, San Francisco, California, is president, and S. T. Neveln, Superintendent of Schools, Austin, Minnesota, is secretary-treasurer.

The price of the luncheon is $1.25 a plate. Reservations for the luncheon may be made by mailing a check to the secretary, and tickets will be mailed. Tickets may also be secured at the desk at Registration Headquarters.

A PUPIL'S VIEWPOINT

Drawn by a High School Art Student in a project sponsored by the Division of Publications of the National Education Association.

Finds Much "Shopping" For Graduate Awards

NEW HAVEN, Conn. — Declaring that many graduate students are "shopping around" among the graduate schools of the universities like "tramp athletes" of the colleges, Dean Edgar S. Furniss of the Yale Graduate School recommended in his annual report to President Angell that the graduate schools of the country adopt uniform standards to guide them in their choice of scholars and fellows, as well as a scale of scholarship stipends. "Many of the graduate schools feel impelled to enter into a form of competition in the awarding of fellowship funds from which little benefit can accrue either to the schools or in the long run to the students," Dean Furniss said. "A great number of the students appear to consider it their right to be given pecuniary assistance during their graduate course, more or less regardless of the merit of their undergraduate records."

Spuds Paying Tuition For College Student

LINCOLN, Neb.—Spuds are helping to pay the way of Delphian Nash, non-fraternity leader on the University of Nebraska campus. Nash found the field for aluminum, hosiery and magazine salesmen crowded. But the big field on his father's farm wasn't. He planted potatoes. He expects to dispose of thirty carloads of potatoes this year. Last year he sold twenty-four cars, the year before six, and the first year but two cars.

SUGGEST NAMES
New Alaskan School Ship Being Built

SEATTLE, Wash.—The new "school ship" now being constructed in this city for the Federal bureau of education in Alaska is not lacking in potential names. From every port of call up and down the Alaskan coast, suggested names have come in for the much heralded new ship.

"Boxer No. 2" is one name recommended, in honor of the gallant school ship Boxer that for four years has carried school supplies to every port between Ketchikan and Point Barrow.

"Queanna," the Eskimo word for "thanks," is one of the names proposed, and appropriately, for almost nothing means so much to the native as the school ship. And it means even more to the teachers and other white people stationed at remote ports, to whom the ship brings the once-a-year mail and the provisions of civilization.

The "school ship," the largest wooden vessel to be built here since the World War, is being built of wood because iron will not stand the rough plunging through ice-filled northern waters. Wood gives more readily, while iron plates on steel ships would be ripped off by the ice.

The Boxer has long been too small, and the new boat will carry fifty passengers as well as freight. Captain S. T. L. Whitlam, former master of the Boxer and veteran of Alaskan waters, will command the new boat.

The name will be chosen by a committee from the Department of the Interior and will be announced when the ship is launched some time in late winter.

Literacy Census By Assessors Sought

WASHINGTON.—Enactment of a uniform state law requiring the assessors of property at the time of the annual assessment to record the names and addresses of all persons above ten years of age who are unable to read and write, will be urged upon state legislatures by the National Advisory Committee on Illiteracy. The proposed bill, as presented by former Governor R. A. Nestos of North Dakota, would require the assessor at the close of the assessing period to make a list in duplicate of all illiterate persons, one copy of which would be filed with his assessment roll, and the other with the county superintendent of schools. Such a law, Mr. Nestos explained, would place in the hands of local educational authorities the location of all illiterates, and they could be visited and taught. This, he said, is one way to procure the names and addresses which the census bureau is not authorized by law to divulge.

Student Council Rule Assailed

SCHENECTADY, N. Y.—An insurgent group of Union College students led by David R. Schoals of Cleveland charged at a student assembly that the student governing body, Terrace Council, was "nothing more than an honorary organization of football men." The college administration was silent as the insurgent group demanded a new set of campus rules, insisting that Terrace Garden act as a legislative body. Finally the Schoals group prevailed upon the president of the Terrace Council to call for an investigation of campus rules at other colleges and universities.

Shorthand Used By Early Romans

ROME.—Shorthand symbols are of ancient Roman origin, a recent archeological study has revealed. Romans were widely using a uniform system of shorthand writing 200 years before Christ. Such are the declarations in a recent investigation by Gino Massano, who has brought to light the full alphabet of ancient Roman shorthand writers. The symbols are, in some respects, similar to those employed today. Several centuries before Christ, when Rome was extending her provinces into every part of the world, the need for speed brought forth several forms of abbreviated writing by symbols which were swiftly adopted for commercial enterprises. Ancient records show most of the accounts and letters of Roman firms were written in shorthand without transcribing, as the recipient was always familiar with the code employed.

Junior Colleges, California, Gain

SACRAMENTO, Cal.—Junior colleges are the most rapidly growing educational institutions in California. A survey shows that in these two-year schools attendance in the last decade has increased from 173 to 15,120 pupils.

Students Sign Leap Year Pact

BURLINGTON, Iowa.—Leap year will be recognized by students at Burlington high school and junior college as far as dates are concerned, with reservations. When the girl makes the date the couple goes "Dutch" on the cost of entertainment. But if the boy takes the initiative he foots the entire bill. A hundred and fifty students at the two schools signed the agreement.

Blame Tax Rise on Desire for Education

KANSAS CITY, Mo.—The universal desire to give children a good education deserves much of the blame for higher taxes, at least as far as Kansas City is concerned. Operating costs of most branches of the city and county government have kept just about even with population in their increases, an investigation by the civic research institute brought out. But operating costs for schools have increased about 20 per cent. faster than population figures in the past ten years, it was shown.

Sofia Students Roused By Choice of Teacher

SOFIA, Bulg.—The State University here was closed five days recently owing to student disorders. Professor Alexander Tsankoff, who was leader of the conspiracy which overthrew the Agrarian Government eight years ago and was Prime Minister during the two and one-half years of unprecedented violence, began regular work in the university. This caused a great indignation among many students. They gathered throughout the capital, causing serious collisions with the police and army, and filling the city and country with excitement.

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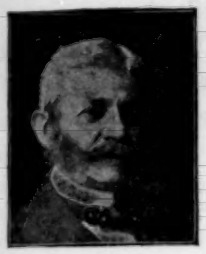

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Religious Training Of Pupils Lauded

NEW YORK.—The part played by religion in character training in New York public schools is set forth in a report just issued by the State Department of Education. The report was compiled by Dr. J. Cayce Morrison, assistant commissioner for elementary education, and Arthur E. Layman, of the State Normal School, Cortland. They stress that the school can go into religious instruction "only so far as 100 per cent. of its patrons may approve." They point out, however, that it is of supreme importance to have the school work in conjunction with the churches for moral and ethical instruction. Last year plans to have high school credit points given for work in church schools were withdrawn for further consideration. At that time the idea was to have Protestant, Jewish and Catholic groups submit schedules for the students to select courses. The work was to consist of Bible study, with character training the objective, it was explained. Approximately 150 city, village and district superintendents throughout the state contributed to the survey, telling of experiments in the school.

Trustees Act on Permanent Fund

BOISE, Idaho.—Idaho is especially fortunate in having a definite program for the protection of its permanent school funds, outlined and sponsored by the Idaho Public School Trustees Association, Dr. Fletcher Harper Swift, professor of education in the University of California, said in an address before the joint meeting of the Idaho Education Association and the school trustees, at their annual conventions here. Idaho has been conducting a state audit of the loans from the permanent school funds for three years, with the result that losses from these funds, through unfortunate loans and consequent foreclosures of mortgages by the state, have been made common information. The program for the safeguarding and investing of the school fund, which the school trustees have adopted, is largely a search for the facts concerning the fund and the school lands yet unsold, in order that they may co-operate intelligently with the administrative agencies of the endowment.

Student Teachers' Supervisory Work

NEW YORK.—Student teachers are having little or no opportunity to direct extra-class activities, Dr. Harry N. Fitch, research worker at Teachers College, Columbia University, declared in a survey on the "Analysis of the Supervisory Activities and Techniques of the Elementary School Training Supervisor." According to Dr. Fitch, there is a marked tendency on the part of supervisors to limit the experience of the student teacher to classroom instruction. Even classroom instruction tends to be done in piecemeal fashion, so far as many student teachers are concerned, for only sixty per cent. of the supervisors frequently give the student teacher responsibility for organizing and teaching a complete unit of subject-matter. "Teaching should be regarded as one of the finest types of human relationships," Dr. Fitch reports. "It enables immaturity, with the guidance and help of maturity, most nearly to realize its highest potentialities."

Home Economics Credits Allowed

ALBANY, N. Y.—Home-making is now a fully recognized study in New York State, and a rapidly growing one as well. Credit equal to that allowed for any other high school subject is being granted by the Board of Regents this year, for the first time, according to an announcement, for vocational home-making and elective home-economic courses. Plans for the granting of credits for industrial arts courses have also been adopted, which will come into full force in August, 1933. The home-making courses have been operated heretofore on a laboratory basis, for which laboratory credits were granted. Even on this level the number of school departments offering the courses has grown at a rate of about twelve a year until two years ago, when the increase jumped to twenty-five. Courses in home economics are said to be very popular with girls in the junior high schools of the state, in which 40,641 children are now studying the principles governing the relation of food and health and other household problems. Some of the smaller schools of the state, also, are offering home-making courses by forming groups and engaging one teacher.

Wesleyan Poll Hits Arms Training

MIDDLETOWN, Conn. — Results announced recently of a poll show 91 per cent of Wesleyan University students opposed to compulsory military training in colleges.

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Education Shy Of Aspirations

MILWAUKEE, Wis.—Higher education in America in 1931 was not as high as it ought to be, largely because of over-emphasis of college athletics and campus social activities, according to prominent educational leaders who addressed the twenty-first meeting of the National Council of Teachers of English here. Modern educational trends were criticised severely in addresses by Dr. Alexander Meiklejohn, head of the experimental college, University of Wisconsin, and Dr. Gordon J. Laing, dean of the division of humanities, University of Chicago.

Child's Early Social Experiences Important

ST. PAUL, Minn.—Opportunities for the child to have social meetings not only with other children of his own age but with older children and adults are an important factor in his development during his early years, in the opinion of John E. Anderson, Director of the Institute of Child Welfare of the University of Minnesota. "It is just as important for a child to have a variety of social experiences as a variety of play materials," he said. "Through them he is afforded the opportunity to try himself out and to develop the traits which are within him. The modern nursery school emphasizes the importance of early social experience. The example in social behavior set by the members of the family is of particular significance, since social attitudes develop at a rapid rate under informal stimulation. A child's nervous system does not naturally distinguish between good, indifferent and poor, but mirrors the stimulation it receives and the situations in which it is placed."

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Grins Between Grinds

A Hot One

"Why is it that you always heap coals of fire on my head, comrade?" asked a Socialist M. P. as he met his opponent in the lobby.

"I heap coals of fire on your head because I love the smell of a wood fire," was the Tory retort.

Might Wire

The mate had fallen overboard. He sank out of sight, then rose to the surface.

"Ahoy, there," he yelled, "drop me a line!"

The captain appeared at the rail and shouted back:—

"All right, but what's your address going to be?"

Why Complain?

Kelly and Cohen were having dinner together. Cohen helped himself to the larger fish and Kelly said:

Kelly—"Fine manners you have, Cohen. If I had reached out first I'd have taken the smaller fish."

Cohen—"Vell, you got it, didn't you?"

Comedy of Errors

A professor was in the habit of letting his dog sit by the side of his chair at meals. One evening when he was out at dinner, the lady next to him, wishing to attract his attention, gently touched his sleeve. To the consternation of all present he mechanically transferred a bone from his plate and said: "Oh, get away! Take this out on the mat and eat it."

Bad Advertising

Lady of the House: "You say you have plenty of references, yet you do not bring them with you."

Dusty Rhoades: "Well, to tell the truth, ma'am, like my photographs none of 'em does me justice."—Pathfinder.

A Consolation

"Why, Mrs. Murphy, you look quite festive today. What's up, then?"

"What! Haven't you heard my son Bill is coming out today?"

"But I thought the judge gave him seven years?"

"Yes, but they're letting him out nearly two years earlier because he behaved himself so well."

"Lord, Mrs. Murphy, what a comfort it must be to you to have such a good son."

This Week on the Air

(Continued from page 93)

6.45 P. M. Topics in Brief, by Lowell Thomas, WJZ.

Saturday, January 30

9.00 A. M. Le Trio Charmante, WEAF.

11.30 A. M. Keys to Happiness, WEAF.

12.15 P. M. The Real George Washington, Chas. Colfax Long, WEAF.

12.30 P. M. National Farm and Home Hour, WJZ.

2.00 P. M. "Anti-Trust Laws and the Attitude of the Government Toward Business," WJZ.

5.15 P. M. "Dramatizing American Industry," WEAF.

6.45 P. M. Topics in Brief, by Lowell Thomas, WJZ.

7.15 P. M. Laws That Safeguard Society, by Dean Gleason L. Archer, WEAF.

8.00 P. M. Civic Concert Service, from Chicago, WEAF.

8.30 P. M. Economics and Psychology, Rexford G. Tugwell and Floyd H. Allport, WEAF.

Marshall Field, the world's most successful retail merchant, said there were twelve things to keep in mind while working on the road to success:—

"One, the value of time.
Two, the success of perseverance.
Three, the pleasure of working.
Four, the dignity of simplicity.
Five, the worth of character.
Six, the power of kindness.
Seven, the influence of example.
Eight, the obligation of duty.
Nine, the wisdom of economy.
Ten, the virtue of patience.
Eleven, the improvement of talent.
Twelve, the joy of originating."

—Texas Outlook.

Beware:

Science declares that there are three dangerous periods in the life of a man when he is apt to get into trouble. For the benefit of all concerned we list these three periods as follows:—

Between 15 and 30.
Between 30 and 45.
Between 45 and 70.

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